

**11.W.1.1** Students can write text using comparison/contrast organizational patterns.

**Learning targets to meet this standard:**

- Recognize various organizational patterns in text
- Recognize the block and point-by-point methods of comparison/contrast
- Integrate transitions in comparison/contrast writing

**Verbs Defined:**

**Key Terms Defined:**

- Comparison – identifying similarities
- Contrast – identifying differences

**Teacher Speak:**

Students can write text using comparison (similarities)/contrast (differences) organizational patterns.

**Student Speak:**

I can write text using similarities (comparison)/ differences (contrast) organizational patterns.

**Examples:**

**Possible resources/references:**

**11.W.1.2** Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.

**Learning targets to meet this standard:**

- Analyze characters, plot, theme, and setting
- Evaluate the way in which the theme or meaning of a selection represents a view or comment on life
- Use textual evidence to support claims
- Understand the historical background

**Verbs Defined:**

**Key Terms Defined:**

- Analyzing – separating into parts to determine the whole

**Teacher Speak:**

Students can write a document analyzing (separating into parts to determine the whole) how a work of literature mirrors the themes and issues of its historical period.

**Student Speak:**

I can write a document separating into parts to determine the whole (analyzing) how a work of literature mirrors the themes and issues of its historical period.

**Examples:**

**Possible resources/references:**

**11.W.2.1** Students can **edit** text for the correct use of independent and subordinate clauses.

**Learning targets to meet this standard:**

- Identify clauses
- Identify independent clauses.
- Identify subordinate clauses
- Apply correct punctuation

**Verbs Defined:**

- Edit – to correct for spelling, usage, mechanics, and grammar

**Key Terms Defined:**

- Clause – a group of related words that has a subject and verb
- Independent clauses – word groups that have a subject and verb and express a complete thought
- Subordinate clauses – word groups that have a subject and verb, but do not express a complete thought.

**Teacher Speak:**

Students can edit (correct for spelling, usage, mechanics, and grammar) text for the correct use of independent clauses (word groups that have a subject and verb and express a complete thought) and subordinate clauses (word groups that have a subject and verb, but do not express a complete thought).

**Student Speak:**

I can correct for spelling, usage, mechanics, and grammar (edit) text for the correct use of groups of words that have subjects and verbs and express a complete thought (independent clauses) and groups of words that has a subject and verb, but does not express a complete thought (subordinate clauses).

**Examples:**

**Possible resources/references:**

**11.W.2.2** Students can edit for the correct use of verbal and verbal phrases.

**Learning targets to meet this standard:**

- Identify gerunds, infinitives, and participials

**Verbs Defined:**

**Key Terms Defined:**

- Verbal – a form of a verb that is used as another part of speech
- Verbal phrases – a word group containing a verbal and its object

**Teacher Speak:**

Students can edit for correct use of verbal (forms of verbs that are used as another part of speech) and verbal phrases (word groups that contain a verbal and its object).

**Student Speak:**

I can restructure a piece of writing (edit) for correct use of a form of a verb that is used as another part of speech (verbal) and word groups that contain a verbal and its object (verbal phrases).

**Examples:**

**Possible resources/references:**

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**Learning targets to meet this standard:**

- Know the rules for correct use of semicolons and colons

**Verbs Defined:**

- Edit - correct for spelling, usage, mechanics, and grammar

**Key Terms Defined:**

**Teacher Speak:**

Students can edit (correct for spelling, usage, mechanics, and grammar) for correct use of semicolons and colons.

**Student Speak:**

I can correct for spelling, usage, mechanics, and grammar (edit) for correct use of semicolons and colons.

**Examples:**

**Possible resources/references:**

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

**Learning targets to meet this standard:**

- Know the rules for correct use of parentheses, dashes, hyphens, and ellipses

**Verbs Defined:**

- Edit - correct for spelling, usage, mechanics, and grammar

**Key Terms Defined:**

**Teacher Speak:**

Students can edit (correct for spelling, usage, mechanics, and grammar) for correct use of parentheses, dashes, hyphens, and ellipses.

**Student Speak:**

I can correct for spelling, usage, mechanics, and grammar (edit) for correct use of parentheses, dashes, hyphens, and ellipses.

**Examples:**

**Possible resources/references:**